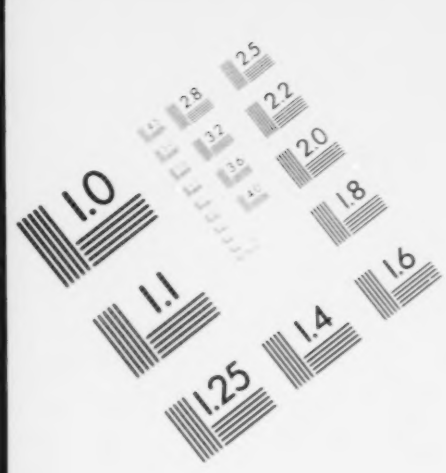

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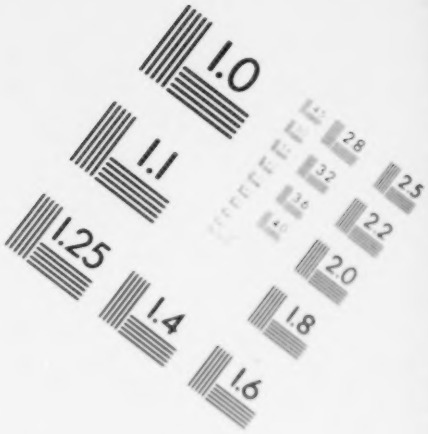

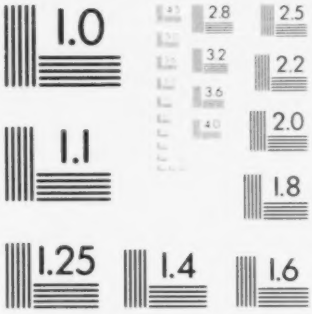

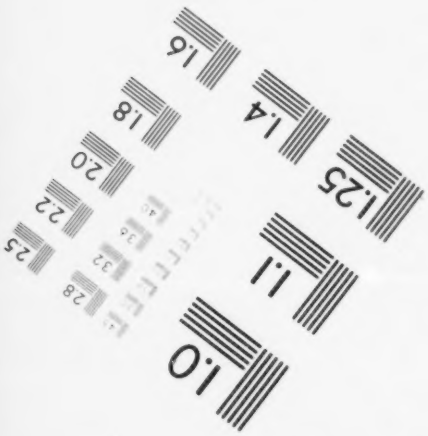

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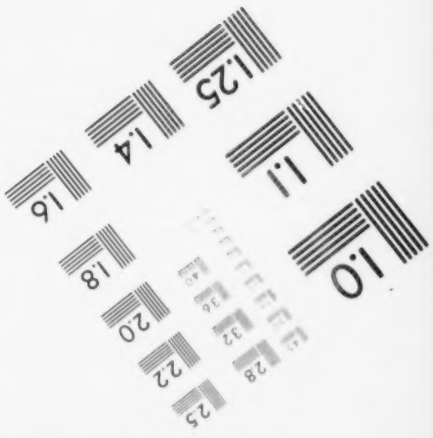

DOCUMENT RESUME

ED 434 913 TM 030 142

TITLE	ACT High School Profile Report: HS Graduating Class 1999, HS Graduating Class of 1999 National Report. The High School Profile Report. Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1999 Graduates.
INSTITUTION	American Coll. Testing Program, Iowa City, IA.
PUB DATE	1999-00-00
NOTE	42p.; Code 990-000. For the 1998 High School Profile Report, see ED 424 264.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Gains; College Bound Students; *College Entrance Examinations; Educational Trends; Ethnic Groups; High School Graduates; *High School Students; High Schools; Profiles; Scores; Sex Differences; *Student Characteristics; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS	*ACT Assessment

ABSTRACT

This document is a sample of the type of report the American College Testing Program sends high schools reflecting the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 1998. Depending on the proportion of students at the school who took the ACT Assessment, the report may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend history of college-bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide average ACT scores by academic preparation for different ethnic groups and by ability level for difference ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix provides additional information about the testing program and the recommended core curriculum. Included with this document are a press release and the "Standards and Transition" report, a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.) (SLD)

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The High School Profile Report

Normative Data

A Description of
the Academic Abilities and Nonacademic Characteristics
of Your ACT Tested 1999 Graduates

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1999

HS GRADUATING CLASS OF 1999
NATIONAL REPORT

CODE 990-000

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ACT

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ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1999

HS GRADUATING CLASS OF 1999
NATIONAL REPORT

CODE 990-000

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 1999. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

EXECUTIVE SUMMARY
5-YEAR TREND HISTORY OF COLLEGE-BOUND STUDENTS.....1

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THE TABLE BELOW COMPARES THE AVERAGE ACT SCORES FOR YOUR STUDENTS WHO REPORTED THEY COMPLETED OR PLANNED TO COMPLETE THE RECOMMENDED CORE COLLEGE PREPARATORY CURRICULUM WITH THOSE WHO HAD NOT. PLEASE NOTE THAT YOUR STATE DEPARTMENT OF EDUCATION MAY HAVE A DIFFERENT DEFINITION OF THE COLLEGE PREPARATORY COURSES AND MAY, THEREFORE PUBLISH REPORTS SHOWING SLIGHTLY DIFFERENT DATA.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES BY LEVEL OF ACADEMIC PREPARATION

	N		PERCENT	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
	CORE	LESS	CORE/LESS	CORE/LESS	CORE/LESS	CORE/LESS	CORE/LESS	CORE/LESS
1994-95	529146	360925	56/ 38	21.4/18.5	21.5/18.3	22.4/19.6	22.0/19.5	22.0/19.1
1995-96	542136	354733	59/ 38	21.5/18.6	21.5/18.4	22.5/19.7	22.1/19.6	22.0/19.2
1996-97	566141	361947	59/ 38	21.5/18.6	21.8/18.7	22.5/19.7	22.1/19.6	22.1/19.3
1997-98	606406	354306	61/ 36	21.5/18.6	22.0/18.9	22.4/19.7	22.0/19.6	22.1/19.3
1998-99	615545	367537	60/ 36	21.6/18.7	21.8/18.9	22.4/19.8	21.9/19.6	22.0/19.4

BELOW ARE LISTED THE SUMMARY STATISTICS FOR ALL OF YOUR ACT-TESTED GRADUATES ON ALL FIVE SCORES.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES FOR TOTAL GROUP

	N	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
1994-95	945369	20.2	20.2	21.3	21.0	20.8
1995-96	924663	20.3	20.2	21.3	21.1	20.9
1996-97	959301	20.3	20.6	21.3	21.1	21.0
1997-98	995039	20.4	20.8	21.4	21.1	21.0
1998-99	1019053	20.5	20.7	21.4	21.0	21.0

BELOW ARE LISTED THE ACT QUARTILE VALUES FOR ALL OF YOUR 1999 ACT-TESTED GRADUATES ON ALL FIVE SCORES.

EXECUTIVE SUMMARY - ACT QUARTILE VALUES*

	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
Q3 (75TH PERCENTILE)	24.4	24.3	25.6	23.9	24.3
Q2 (50TH PERCENTILE - MEDIAN)	20.3	19.7	21.1	20.8	20.7
Q1 (25TH PERCENTILE)	16.6	16.8	18.7	17.8	17.5

* THE QUARTILE VALUES ARE INTERPOLATED AND ARE BASED UPON CALCULATED STUDENT PERCENTILE RANKS WHICH MAY DIFFER FROM THE CUMULATIVE PERCENTAGES REPORTED IN THE FREQUENCY DISTRIBUTION TABLES IN THE HIGH SCHOOL PROFILE REPORT

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P RICAN/ HISPANIC MEAN
CORE OR MORE	(N= 58410)	(N= 5332)	(N= 452100)	(N= 21260)	(N= 23017)	(N= 8911)
ENGLISH	17.5	19.8	22.4	18.7	21.3	20.0
USAGE/MECH	8.5	9.7	11.4	9.2	10.9	10.0
RHET SKILLS	9.0	10.3	11.5	9.6	10.8	10.3
MATHEMATICS	17.7	20.0	22.3	19.8	23.8	20.7
PRE/ELEM-ALG	9.0	10.5	12.1	10.4	12.6	11.0
ALG/CRD-GEOM	8.7	9.7	11.0	9.7	11.9	10.2
PLANE GEOM/TRIG	8.6	10.3	11.4	10.1	12.2	10.5
READING	17.9	20.8	23.1	19.8	21.9	20.9
SOC STU/SCI	8.8	10.4	11.7	9.8	11.0	10.3
ARTS/LITERATURE	9.1	10.7	12.0	10.3	11.3	11.0
SCI REASONING	18.0	20.5	22.5	19.7	21.9	20.5
COMPOSITE	17.9	20.4	22.7	19.6	22.3	20.7
LESS THAN CORE	(N= 42061)	(N= 4782)	(N= 260036)	(N= 15753)	(N= 8856)	(N= 5002)
ENGLISH	15.0	16.7	19.6	16.2	18.6	17.0
USAGE/MECH	6.9	7.9	9.6	7.7	9.2	8.1
RHET SKILLS	7.8	8.7	10.1	8.4	9.5	8.8
MATHEMATICS	15.9	17.1	19.4	17.3	21.1	17.8
PRE/ELEM-ALG	7.5	8.4	10.1	8.5	10.9	8.9
ALG/CRD-GEOM	7.7	8.2	9.4	8.4	10.5	8.6
PLANE GEOM/TRIG	7.7	8.7	9.9	8.8	10.9	9.0
READING	16.0	18.1	20.5	17.6	19.4	18.3
SOC STU/SCI	7.8	9.0	10.3	8.7	9.8	9.0
ARTS/LITERATURE	7.9	9.1	10.5	8.9	9.8	9.4
SCI REASONING	16.4	18.2	20.3	17.8	19.9	18.2
COMPOSITE	16.0	17.6	20.1	17.4	19.9	17.9
NO RESPONSE	(N= 3461)	(N= 716)	(N= 19889)	(N= 1244)	(N= 1378)	(N= 1160)

TABLE 1 (CONTINUED)

	AFRI-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P RICAN/ HISPANIC MEAN
TOTAL GROUP	(N= 103932)	(N= 10830)	(N= 732025)	(N= 38257)	(N= 33251)	(N= 15073)
ENGLISH	16.4	18.1	21.3	17.6	20.5	18.8
USAGE/MECH	7.8	8.8	10.7	8.6	10.4	9.3
RHET SKILLS	8.5	9.4	11.0	9.1	10.5	9.7
MATHEMATICS	16.9	18.5	21.3	18.7	23.1	19.6
PRE/ELEM-ALG	8.3	9.4	11.4	9.6	12.1	10.2
ALG/CRD-GEOM	8.3	9.0	10.4	9.1	11.5	9.6
PLANE GEOM/TRIG	8.3	9.5	10.9	9.5	11.9	10.0
READING	17.1	19.3	22.1	18.8	21.2	19.8
SOC STU/SCI	8.4	9.7	11.2	9.3	10.7	9.8
ARTS/LITERATURE	8.6	9.8	11.4	9.7	10.9	10.3
SCI REASONING	17.3	19.3	21.7	18.9	21.3	19.6
COMPOSITE	17.1	18.9	21.7	18.6	21.7	19.6

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK		AM IND/ ALSK NTV		CAUC AM/ WHITE		MEX AM/ CHICANO		ASIAN AM/ PAC ISLDR		P RICAN/ HISPANIC	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
HIGH SCHOOL AVERAGE												
3.50 - 4.00	14137	20.4	2803	22.3	272218	24.5	10057	21.3	15147	24.1	3514	23.0
3.00 - 3.49	26292	17.9	2749	19.1	197819	21.2	11578	18.6	8954	20.5	4168	19.9
2.50 - 2.99	27132	16.5	1982	17.6	122681	19.4	7861	17.3	4263	18.6	3208	18.2
2.00 - 2.49	19077	15.5	1265	16.4	61946	18.1	3755	16.4	1680	17.3	1554	16.9
1.99 & BELOW	6007	14.8	492	15.9	16708	17.0	1045	16.0	458	16.4	418	15.8
CGPA PRED BY STUDENT												
3.5 - 4.0	13426	20.2	1893	23.0	191579	25.1	7132	21.8	12574	24.5	3637	22.9
3.0 - 3.4	36194	17.8	3830	19.5	290724	21.7	15335	18.9	12140	20.8	5986	19.6
2.5 - 2.9	26583	16.3	2408	17.7	135615	19.4	8594	17.3	4338	18.5	2768	17.7
2.0 - 2.4	16524	15.2	1400	16.0	60064	17.7	3945	15.9	1669	17.0	1182	16.1
1.9 & BELOW	4096	14.4	470	14.8	12279	16.7	857	15.2	456	16.0	257	15.2
HIGH SCHOOL RANK												
TOP QUARTER	24769	19.5	3841	21.4	322799	24.2	13101	21.0	16275	24.2	5184	22.3
2ND QUARTER	37291	16.9	3662	18.2	239176	20.3	13147	17.9	9567	19.6	5043	18.7
BOTTOM HALF	31728	15.6	2274	16.5	117107	18.3	8718	16.5	4821	17.7	3155	17.0

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

		SATISFIED NO CHANGE NECESSARY		PRETTY MUCH NEUTRAL		DISSATISFIED IMPROVEMENT NEEDED		NO EXPER-IENCE	
		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
CLASSROOM	MALE	226559	22	126802	12	42307	4	2450	0
INSTRUCTION	FEMALE	293938	29	175354	17	68890	7	2259	0
	TOTAL	522071	51	303045	30	111548	11	4734	0
NO. & VARIETY	MALE	213063	21	93877	9	88135	9	3148	0
OF COURSE	FEMALE	273176	27	112364	11	151766	15	3358	0
OFFERINGS	TOTAL	487690	48	206921	20	240589	24	6530	1
GRADING	MALE	196345	19	131996	13	65530	6	4091	0
PRACTICES &	FEMALE	275725	27	170319	17	90235	9	4052	0
POLICIES	TOTAL	473452	46	303244	30	156270	15	8170	1
NO. & KINDS	MALE	190509	19	158066	16	45918	5	3283	0
OF TESTS	FEMALE	249445	24	215810	21	71850	7	3062	0
GIVEN	TOTAL	441281	43	374995	37	118134	12	6370	1
GUIDANCE SERV	MALE	203293	20	103354	10	73753	7	17247	2
PROVIDED BY	FEMALE	261877	26	127442	13	130974	13	19593	2
TOTAL SCHOOL	TOTAL	466606	46	231497	23	205342	20	36927	4
SCHOOL RULES,	MALE	145903	14	118449	12	126420	12	6675	1
REGULATIONS,	FEMALE	191991	19	159156	16	182521	18	6031	1
& POLICIES	TOTAL	338925	33	278417	27	309879	30	12764	1
LIBRARY OR	MALE	204987	20	117636	12	66665	7	8377	1
LEARNING	FEMALE	276911	27	155473	15	97202	10	10282	1
CENTER	TOTAL	483411	47	273922	27	164331	16	18713	2
LABORATORY	MALE	184375	18	124100	12	74198	7	15028	1
FACILITIES	FEMALE	233191	23	170725	17	111701	11	24281	2
	TOTAL	418896	41	295677	29	186416	18	39444	4
PROVISIONS FOR	MALE	139590	14	113709	11	41293	4	103021	10
SPECIAL HELP IN	FEMALE	183361	18	137577	14	70634	7	148314	15
READING,MATH,ETC	TOTAL	323990	32	252084	25	112290	11	251966	25
PROVISIONS FOR	MALE	212796	21	103892	10	42777	4	38343	4
ACADEMICALLY	FEMALE	299044	29	125187	12	70462	7	45355	4
OUTSTANDING STU	TOTAL	513365	50	229824	23	113540	11	83964	8
ADEQUACY OF PROG	MALE	160574	16	132723	13	72570	7	31157	3
IN CAREER EDUC	FEMALE	205455	20	160953	16	128523	13	43857	4
& PLANNING	TOTAL	367186	36	294552	29	201667	20	75231	7

TOTAL STUDENTS IN REPORT - 1019053

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR ALL STUDENTS (STUDENT COUNT = 1019053)

STD SCORE	ACT ENGLISH FREQ	PB	ACT MATHEMATICS FREQ	PB	ACT READING FREQ	PB	ACT SCI REASONING FREQ	PB	ACT COMPOSITE FREQ	PB
36	754	99	1567	99	6445	99	2176	99	85	99
35	2227	99	1711	99	11004	99	1982	99	739	99
34	7319	99	4312	99	13497	98	4606	99	2097	99
33	6777	99	4763	99	14560	97	3347	99	4498	99
32	7394	98	10971	99	17439	96	7692	99	7895	99
31	10520	98	16529	98	14092	94	5497	98	12250	98
30	22975	97	19674	96	23161	92	10961	98	18298	97
29	25813	94	21427	94	30402	90	18381	96	23350	95
28	34021	92	27461	92	43581	87	22573	95	31953	93
27	40152	88	40661	89	44122	83	38380	92	39264	90
26	41193	85	43624	85	39608	79	46422	89	46708	86
25	50121	80	52230	81	40974	75	53247	84	54802	82
24	58647	76	49272	76	70408	71	66449	79	62125	76
23	52408	70	49130	71	46290	64	76751	72	67674	70
22	67452	65	62208	66	63526	59	96610	65	74444	64
21	63842	58	54548	60	78778	53	77301	55	79820	56
20	78014	52	65818	55	55810	45	91816	48	81727	48
19	75635	44	78994	48	51180	40	81419	39	79807	40
18	67933	37	95059	41	50636	35	85901	31	77008	33
17	53880	30	91546	31	57930	30	71839	22	69268	25
16	61743	25	86071	22	48244	24	53177	15	59943	18
15	50376	19	66897	14	51141	19	34913	10	48449	12
14	33808	14	44124	7	46246	14	24339	7	35969	8
13	28747	10	18378	3	36427	10	21623	4	23846	4
12	25267	8	8536	1	35397	6	10392	2	12035	2
11	19446	5	2896	1	16967	3	6246	1	3918	1
10	13041	3	441	1	5853	1	3542	1	859	1
9	11610	2	116	1	3048	1	958	1	173	1
8	5249	1	36	1	1205	1	320	1	31	1
7	1952	1	25	1	522	1	101	1	11	1
6	522	1	12	1	359	1	40	1	4	1
5	169	1	11	1	139	1	29	1	2	1
4	32	1	0	1	27	1	1	1	1	1
3	9	1	4	1	25	1	16	1	0	1
2	3	1	0	1	8	1	0	1	0	1
1	2	1	1	1	2	1	6	1	0	1
FREQUENCIES AND PERCENTAGES OF SCORES IN FOUR INTERVALS										
33-36	17077	2	12353	1	45506	4	12111	1	7419	1
28-32	100723	10	96062	9	128675	13	65104	6	93746	9
24-27	190113	19	185787	18	195112	19	204498	20	202899	20
20-23	261716	26	231704	23	244404	24	342478	34	303665	30
16-19	259191	25	351670	35	207990	20	292336	29	286026	28
01-15	190233	19	141477	14	197366	19	102526	10	125298	12
MEAN(SD)	20.5(5.5)		20.7(5.0)		21.4(6.0)		21.0(4.5)		21.0(4.7)	

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

STD SCORE	USAGE/MECH N	USAGE/MECH PB	RHET SKILLS N	RHET SKILLS PB	SOC STU/SCI N	SOC STU/SCI PB	ARTS/LIT N	ARTS/LIT PB	STD SCORE
18	14319	99	4029	99	17087	99	30441	99	18
17	25415	99	17601	99	35635	98	48227	97	17
16	43812	96	33343	98	57902	95	62738	92	16
15	61285	92	54301	95	47854	89	73968	86	15
14	61894	86	66357	89	82004	84	91263	79	14
13	80324	80	87110	83	66059	76	80346	70	13
12	70252	72	123052	74	77744	70	89758	62	12
11	103763	65	115527	62	124535	62	77882	53	11
10	111036	55	133898	51	131683	50	96855	46	10
9	102431	44	144221	38	104707	37	82103	36	9
8	105440	34	95796	24	100426	27	64161	28	8
7	85960	23	62087	14	66365	17	80590	22	7
6	57928	15	42804	8	48538	11	54705	14	6
5	49618	9	22802	4	30870	6	47854	8	5
4	28276	4	11874	2	16002	3	24196	4	4
3	12953	2	3430	1	8008	1	10629	1	3
2	4045	1	739	1	2575	1	2698	1	2
1	302	1	82	1	1059	1	639	1	1
MEAN	10.2		10.6		10.7		11.0		
S.D.	3.5		2.9		3.4		3.8		

STD SCORE	PRE/ELEM ALG N	PRE/ELEM ALG PB	ALG/CRD-GEOM N	ALG/CRD-GEOM PB	PLN GEOM/TRIG N	PLN GEOM/TRIG PB	STD SCORE
18	31606	99	10839	99	9856	99	18
17	37367	97	6948	99	861	99	17
16	39472	93	16788	98	40940	99	16
15	61684	89	30836	97	49231	95	15
14	71321	83	66534	94	73322	90	14
13	111758	76	79291	87	90943	83	13
12	86682	65	92998	79	98728	74	12
11	78673	57	131114	70	121137	64	11
10	119681	49	124002	57	165894	52	10
9	111419	37	187776	45	114195	36	9
8	92502	26	103889	27	138851	25	8
7	86813	17	75783	16	39712	11	7
6	49095	9	37314	9	37652	7	6
5	24819	4	20995	5	12583	4	5
4	9884	2	25215	3	10197	2	4
3	5327	1	3953	1	8668	1	3
2	810	1	2234	1	3354	1	2
1	140	1	2544	1	2929	1	1
MEAN	10.9		10.1		10.6		
S.D.	3.4		2.9		2.9		

NUMBER OF STUDENTS - 1019053

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

GROUP	N	ENGLISH MEAN	ENGLISH SD	MATH MEAN	MATH SD	READING MEAN	READING SD	SCI REASONING MEAN	SCI REASONING SD	COMPOSITE MEAN	COMPOSITE SD
MALES	437293	20.0	5.5	21.4	5.2	21.1	6.1	21.5	4.8	21.1	4.9
FEMALES	577828	20.9	5.5	20.2	4.7	21.6	5.9	20.6	4.2	20.9	4.6
NO GENDER	3932	19.7	5.5	20.2	4.8	20.9	6.0	20.5	4.5	20.4	4.7

PERCENTAGES OF STUDENTS IN TEST SCORE INTERVALS

SCORE INTERVAL	ENGLISH M	ENGLISH F	MATH M	MATH F	READING M	READING F	SCI REASONING M	SCI REASONING F	COMPOSITE M	COMPOSITE F
33-36	1	2	2	1	4	5	2	1	1	1
28-32	9	11	12	7	12	13	9	5	10	8
24-27	17	20	20	17	18	20	22	18	20	20
20-23	25	26	23	23	23	24	32	35	29	31
16-19	27	24	31	37	21	20	26	31	27	29
01-15	22	16	12	15	21	18	9	11	13	12

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

EXPRESSED ADEQUACY	TOTAL FREQ	TOTAL PC	AVG ACT COMP	BUS-COMM FREQ	BUS-COMM PC	VOC-OCC FREQ	VOC-OCC PC	COL PREP FREQ	COL PREP PC	OTHER-GEN FREQ	OTHER-GEN PC
EXCELLENT	177573	19	23.2	4911	12	6694	11	142598	22	23370	12
GOOD	410240	43	21.3	17420	41	24500	40	284995	44	83325	42
AVERAGE	222792	24	19.4	12269	29	19134	32	128075	20	63314	32
BELOW AVERAGE	49194	5	19.5	3043	7	4491	7	27201	4	14459	7
VERY INADEQUATE	70233	7	20.6	3877	9	4987	8	48159	8	13210	7
NO RESPONSE	13869	1	20.8	633	2	848	1	9513	1	2875	1
NO. OF STUDENTS	943901			42153		60654		640541		200553	

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

REFERENCE GROUPS	N-COUNT	ENGLISH MEAN	ENGLISH SD	MATH MEAN	MATH SD	READING MEAN	READING SD	SCI REASONING MEAN	SCI REASONING SD	COMPOSITE MEAN	COMPOSITE SD
ALL GRADUATES	1019053	20.5	5.5	20.7	5.0	21.4	6.0	21.0	4.5	21.0	4.7
COLLEGE CORE											
E4, M3, SS3, NS3	615545	21.6	5.3	21.8	4.9	22.4	5.9	21.9	4.4	22.0	4.5
In between	262286	19.2	5.3	19.2	4.5	20.1	5.8	19.9	4.3	19.7	4.4
E4, M2, SS2, NS2	105251	17.5	5.3	18.1	4.4	18.8	5.7	18.9	4.3	18.5	4.4
No Response	35971	19.6	5.9	20.3	5.1	20.5	6.4	20.2	4.7	20.2	4.9
HS GPA RANGES											
3.50 - 4.00	343464	24.0	4.9	24.1	4.7	24.7	5.6	23.6	4.2	24.2	4.2
3.00 - 3.49	272854	20.2	4.7	20.3	4.2	21.0	5.4	20.8	3.9	20.7	3.9
2.50 - 2.99	181601	18.1	4.6	18.3	3.6	19.0	5.1	19.2	3.8	18.8	3.6
2.00 - 2.49	96852	16.6	4.4	17.1	3.1	17.6	4.8	18.0	3.7	17.4	3.4
1.99 & below	27386	15.4	4.2	16.3	2.8	16.5	4.6	17.1	3.5	16.4	3.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS (TOTAL)

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	326660	3.33	21.2	21.5
ENG 9, ENG 10, ENG 11, ENG 12	600357	3.21	20.4	20.9
LESS THAN 4 YEARS OF ENGLISH	55143	3.03	18.5	19.5
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	36893	.---	19.5	20.2

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	62566	3.52	24.9	24.4
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	97821	3.24	22.3	22.6
ALG 1, ALG 2, GEOM, TRIG	103288	3.06	20.6	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	108896	3.04	20.4	21.0
ALG 1, ALG 2, GEOM	207428	2.60	17.7	18.7
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	234225	3.43	24.0	23.6
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	53688	2.99	19.9	20.3
LESS THAN 3 YEARS OF MATH	111391	2.38	16.5	17.2
NO MATH COURSE/GRADE INFORMATION REPORTED	39750	.---	20.0	20.1

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	28786	3.37	22.3	21.9
US HIST, WORLD HIST, AM GOVT	67961	3.22	21.2	20.9
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	404804	3.41	21.8	21.4
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	329976	3.30	21.4	21.1
LESS THAN 3 YEARS OF SOC SCI	148871	3.15	20.3	20.1
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	38655	.---	20.4	20.2

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	306387	3.40	22.6	22.7
BIOLOGY, CHEMISTRY, PHYSICS	113296	3.34	23.3	23.8
GEN SCIENCE, BIOLOGY, CHEMISTRY	315429	3.07	20.2	20.1
OTHER COMBINATIONS OF 3 YEARS NAT SCI	28726	3.14	20.8	20.7
LESS THAN 3 YEARS OF NAT SCI	215750	2.86	18.9	18.6
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	39465	.---	20.2	20.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR MALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	135661	3.18	20.7	21.8
ENG 9, ENG 10, ENG 11, ENG 12	254948	3.05	19.9	21.1
LESS THAN 4 YEARS OF ENGLISH	27213	2.89	18.1	19.6
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	19471	-.--	18.9	20.1

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	28175	3.49	25.7	24.6
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	35357	3.17	23.0	22.6
ALG 1, ALG 2, GEOM, TRIG	41468	2.98	21.2	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	40274	2.95	21.0	20.9
ALG 1, ALG 2, GEOM	82523	2.52	18.2	18.6
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	114143	3.40	24.8	23.9
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	25173	2.91	20.4	20.4
LESS THAN 3 YEARS OF MATH	49431	2.32	16.9	17.2
NO MATH COURSE/GRADE INFORMATION REPORTED	20749	-.--	20.4	20.0

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14147	3.30	21.9	21.9
US HIST, WORLD HIST, AM GOVT	32323	3.16	20.9	21.0
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	164278	3.36	21.6	21.5
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	137897	3.24	21.2	21.3
LESS THAN 3 YEARS OF SOC SCI	68198	3.09	20.1	20.2
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	20450	-.--	20.0	20.1

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	144237	3.36	23.2	23.0
BIOLOGY, CHEMISTRY, PHYSICS	50186	3.29	24.2	24.2
GEN SCIENCE, BIOLOGY, CHEMISTRY	116031	2.95	20.5	19.9
OTHER COMBINATIONS OF 3 YEARS NAT SCI	15632	3.10	21.3	20.8
LESS THAN 3 YEARS OF NAT SCI	90337	2.75	19.0	18.3
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	20870	-.--	20.4	20.1

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR FEMALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	189961	3.43	21.5	21.4
ENG 9, ENG 10, ENG 11, ENG 12	343281	3.31	20.8	20.8
LESS THAN 4 YEARS OF ENGLISH	27591	3.17	19.0	19.4
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	16995	-.--	20.2	20.3

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	34173	3.55	24.3	24.3
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	62184	3.28	21.9	22.6
ALG 1, ALG 2, GEOM, TRIG	61466	3.10	20.2	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	68247	3.09	20.1	21.0
ALG 1, ALG 2, GEOM	124123	2.66	17.5	18.8
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	119402	3.46	23.2	23.4
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	28314	3.05	19.4	20.3
LESS THAN 3 YEARS OF MATH	61372	2.43	16.2	17.3
NO MATH COURSE/GRADE INFORMATION REPORTED	18547	-.--	19.6	20.2

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14529	3.43	22.6	21.8
US HIST, WORLD HIST, AM GOVT	35350	3.28	21.4	20.8
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	239256	3.45	22.0	21.3
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	190986	3.35	21.5	21.0
LESS THAN 3 YEARS OF SOC SCI	79948	3.20	20.4	19.9
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	17759	-.--	20.8	20.3

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	161196	3.44	21.9	22.5
BIOLOGY, CHEMISTRY, PHYSICS	62737	3.37	22.7	23.5
GEN SCIENCE, BIOLOGY, CHEMISTRY	198321	3.14	20.0	20.2
OTHER COMBINATIONS OF 3 YEARS NAT SCI	12976	3.19	20.1	20.4
LESS THAN 3 YEARS OF NAT SCI	124464	2.93	18.8	18.8
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	18134	-.--	19.9	20.3

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

	PLANNED EDUC MAJOR				MALE		FEMALE		TOTAL	
	NO. OF STU	AVG ACT COMP	CERTAINTY VERY (PERCENT)	CERTAINTY FAIRLY (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)
AGRIC & AG TECH	20138	19.3	34	49	4	4	1	1	2	2
ARCH & ENV DESIGN	21644	20.8	36	49	3	3	2	2	2	2
BUSINESS & MGMT	105414	20.6	32	52	13	13	10	9	11	11
BUSINESS & OFFICE	7908	18.3	28	54	0	0	1	1	1	1
MARKETING & DISTRIB	6173	19.6	27	52	0	0	1	1	1	1
COMM & COMM TECH	38398	21.5	33	50	3	4	5	5	4	4
COMM & PERSONAL SVCS	28372	18.8	44	44	3	4	3	3	3	4
COMPUTER & INFO SCI	37162	21.4	40	49	7	7	2	2	4	4
CROSS-DISC STUDIES	833	23.8	17	46	0	0	0	0	0	0
EDUCATION	54482	20.3	46	43	2	2	9	9	6	6
TEACHER EDUCATION	34582	20.3	42	46	3	4	4	5	4	4
ENGINEERING (PRE)	65776	22.6	33	52	13	12	2	2	7	6
ENGINEERING TECH	16264	21.1	32	53	4	4	0	1	2	2
FOREIGN LANGUAGES	3595	23.5	33	48	0	0	1	0	0	0
HEALTH SCIENCES	180349	20.9	48	42	11	11	26	27	19	20
HOME ECONOMICS	7388	18.9	40	45	0	0	1	1	1	1
LETTERS	7196	24.6	29	52	1	0	1	1	1	1
MATHEMATICS	3969	24.3	24	53	1	0	0	0	0	0
PHIL, RELIG & THEOL	6723	22.4	46	40	1	1	0	0	1	1
SCIENCES (BIO & PHY)	48297	23.3	33	51	5	4	5	4	5	4
SOCIAL SCIENCES	81121	21.9	38	49	6	5	11	10	9	8
TRADE & INDUSTRIAL	11340	18.8	43	43	3	4	0	0	1	2
VISUAL & PERF ARTS	55330	21.3	44	43	6	6	6	6	6	6
UNDECIDED	97345	20.8	6	12	12	11	9	8	10	9

NO RESP TO ED MAJOR . 79254

TOTAL STUDENTS IN REPORT - 1019053

TABLE 11 BACKGROUND INFORMATION ABOUT YOUR GRADUATING CLASS

	NO. OF STU	MEAN ACT COMP	PC
HS CURRICULUM OR PROG			
BUS COMM/VOC-OCCUP	102807	18.1	10
COLL PREP	640541	22.1	63
OTHER/GENERAL/NO RESP	275705	19.6	27
REQUEST ASSISTANCE WITH			
ED/OCCUP PLANS	426395	21.2	42
EXPR IDEAS IN WRITING	213704	19.5	21
READING/COMPREHENSION	283405	19.3	28
STUDY SKILLS	410703	19.6	40
MATH SKILLS	398391	19.2	39
PERSONAL CONCERNS	109930	19.5	11
EXPRESSED FIN NEED			
NEED FINANCIAL AID	804878	21.0	79
NEED TO FIND WORK	681863	20.8	67
SPECIAL COLLEGE PROG			
INDEP STUDY	418948	21.9	41
HONORS COURSES	316251	23.6	31
ADV PLACEMENT IN COLL			
ENGLISH	289991	22.8	28
MATH	254147	23.3	25
SOCIAL STUDIES	260876	22.7	26
NATURAL SCIENCE	241191	22.9	24
FOREIGN LANG	201370	22.5	20
MAX YEARLY COLL TUITION			
$1000 & UNDER	47374	17.4	5
$1001 - $2000	64819	18.7	6
$2001 - $4000	136673	19.9	13
$4001 - $7500	153695	20.9	15
$7501 & OVER	57145	21.8	6
NO PREFERENCE	465304	22.1	46
NO RESPONSE	94043	20.6	9
MOST RECENTLY TESTED			
SOPHOMORE	6094	21.0	1
JUNIOR	324707	22.2	32
SENIOR	676569	20.5	66
OTHER/NO RESPONSE	11683	20.5	1
COLLEGE CORE PREPARATION			
CORE OR MORE	615545	22.0	60
LESS THAN CORE	367537	19.4	36
NO RESPONSE	35971	20.2	4

	NO. OF STU	MEAN ACT COMP	PC
RACE-ETHNIC BACKGROUND			
AFRICAN-AMER/BLACK	103932	17.1	10
AMER/ALASKAN NATIVE	10830	18.9	1
CAUCASIAN AMER/WHITE	732025	21.7	72
MEXICAN AMER/CHICANO	38257	18.6	4
ASIAN/PACIFIC AMER	33251	21.7	3
PUERTO RICAN/HISPANIC	15073	19.6	1
OTHER	14813	19.5	1
MULTIRACIAL	13408	21.2	1
PREFER NOT TO RESPOND	39376	22.2	4
NO RESPONSE	18088	20.3	2
ESTIMATED FAMILY INCOME			
LESS THAN $18,000	87488	18.4	9
ABOUT $18,000-$24,000	71278	19.2	7
ABOUT $24,000-$30,000	70025	19.9	7
ABOUT $30,000-$36,000	70817	20.5	7
ABOUT $36,000-$42,000	79823	20.8	8
ABOUT $42,000-$50,000	96614	21.2	9
ABOUT $50,000-$60,000	106434	21.6	10
ABOUT $60,000-$80,000	129039	22.1	13
ABOUT $80,000-$100,000	71364	22.7	7
MORE THAN $100,000	80398	23.4	8
NO RESPONSE	155773	20.8	15
HS CLASS RANK			
TOP QTR	416908	23.8	41
2ND QTR	333792	19.7	33
3RD QTR	161829	17.7	16
4TH QTR	20983	16.8	2
NO RESPONSE	85541	20.1	8
EDUC DEG ASPIRATION			
VOC-TECH	13367	17.2	1
2YR COL DEGREE	47099	17.3	5
BACHELORS DEGREE	336091	20.1	33
GRAD STUDY	210453	22.4	21
PROF LEVEL DEGREE	306383	22.2	30
OTHER	28237	18.4	3
NO RESPONSE	77423	20.3	8
NUMBER OF STUDENTS			
HOME SCHOOLED	3257	22.7	0
EARNED A GED	1412	19.3	0
ALL STUDENTS	1019053	21.0	100

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

	NUMBER OF STUDENTS	MEAN ACT COMP
AGRICULTURE & AG TECH	(20138)	(19.3)
AGRICULTURAL BUSINESS	1218	19.5
AGRICULTURAL ECONOMICS	172	19.8
AGRICULTURAL MECHANICS	309	17.7
AGRI PRODUCTION/TECH	274	19.7
AGRONOMY	350	20.2
ANIMAL SCIENCES	1891	20.5
FARM & RANCH MANAGEMENT	715	18.9
FISH, GAME, WILDLIFE MGMT	3186	19.0
FOOD SCIENCES/TECHNOLOGY	136	20.5
FORESTRY & RELATED SCI	1585	19.9
HORTICULTURE/ORNMNTL HORT	589	20.0
NATURAL RESOURCES MGMT	375	21.0
AGRICULTURE & AG TECH,GEN	9338	18.9
ARCHI & ENVIR DESIGN	(21644)	(20.8)
ARCHITECTURAL DRAFTING	4306	20.1
ARCHITECTURE	2614	22.5
BLDG CON/CONSTRUCTION SCI	711	18.2
CITY & REGIONAL PLANNING	153	21.1
ENVIRONMENTAL DESIGN	156	20.8
INTERIOR DESIGN	2726	20.0
LANDSCAPE ARCHITECTURE	1189	20.0
ARCHI & ENVIR DESIGN, GEN	9789	21.3
BUSINESS & MGMT	(105414)	(20.6)
ACCOUNTING	13089	20.5
BANKING & FINANCE	2940	21.2
BUSINESS ADMIN & MGMT	14257	20.3
BUSINESS ECONOMICS	1698	21.7
CONTRACT MGMT & PURCHSING	171	18.7
HOTEL/RESTAURANT MGMT	2019	19.2
HUMAN RESOURCE DEVEL/TRNG	333	20.0
INSTITUTIONAL MANAGEMENT	34	19.0
INSURANCE & RISK MGMT	228	19.6
INTERNATL BUSINESS/MGMT	4042	22.3
LABOR/INDUSTRL RELATIONS	56	18.7
MANAGEMENT INFO SYSTEMS	510	21.4
MANAGEMENT SCIENCE	139	21.0
MARKETING MGMT & RESEARCH	2839	20.7
ORGANIZATIONAL BEHAVIOR	30	20.5
PERSONNEL MANAGEMENT	282	18.9
REAL ESTATE	908	18.2
SML BUSINESS MGMT/OWNRSHP	4552	19.3
TRADE & INDUSTRIAL MGMT	101	18.7
TRANSPORTATION MANAGEMENT	113	19.2
BUSINESS & MGMT, GEN	57073	20.7
BUSINESS & OFFICE	(7908)	(18.3)
BOOKKEEPING	169	18.0
BUSINESS DP/COMPUTER OPER	680	17.2
COURT REPORTING	103	17.5
OFFICE SUPERVISION & MGMT	510	18.9
SECRETARIAL	1168	17.4
TYPING & GENERAL OFFICE	233	16.1
WORD PROCESSING	106	15.9
BUSINESS & OFFICE, GEN	4939	18.7
MARKETING & DISTRIB	(6173)	(19.6)
FASHION MERCHANDISING	1362	18.9
RETAILING & SALES	589	19.4
TRAVEL SERVICES & TOURISM	491	18.0
MARKETING & DISTRIB, GEN	3731	20.0
COMMUNIC & COMM TECH	(38398)	(21.5)
ADVERTISING	2594	21.3
COMMERCIAL ART	1346	20.4
GRAPHIC & PRINT COMMUNIC	833	19.6
JOURNALISM	6231	22.7
PHOTO/MOTION PICTURE TECH	955	20.4
PUBLIC RELATIONS	1680	21.4
RADIO/TV BROADCASTING	5715	20.4
RADIO/TV PRODUCTN & TECH	958	19.9
COMMUNIC & COMM TECH, GEN	18086	21.7
COMMNTY & PRSNL SVCS	(28372)	(18.8)
CORRECTIONS	137	16.9
COSMETOLOGY/BARBERING	1152	16.5
CRIMINAL JUSTICE/CRIMINOL	7966	19.1
FIRE PROTECTN/SAFETY TECH	822	18.4
FUNERAL SVCS/MORTUARY SCI	256	17.6
LAW ENFORCEMENT & ADMIN	4832	18.3
LIBRARY SCIENCE/ASSISTING	123	22.6
MILITARY SCIENCE/TECH	545	21.0
PARKS & RECREATION	240	19.3
PUBLIC ADMINISTRATION	114	20.3
PUBLIC AFFAIRS	116	18.4
SOCIAL WORK	3073	19.1
COMMNTY & PRSNL SVCS, GEN	8996	18.9

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
COMPUTER & INFO SCI	(37162)	(21.4)
COMPUTER PROGRAMMING	9868	20.4
COMPUTER SCIENCE	10707	22.2
DATA PROCESSING	325	17.5
INFO SCIENCES & SYSTEMS	1197	21.3
MATH/COMPUTER SCIENCE	893	24.4
COMPUTER & INFO SCI, GEN	14172	21.3
CROSS-DISC STUDIES	(833)	(23.8)
AREA & ETHNIC STUDIES	114	22.6
LIBERAL/GENERAL STUDIES	466	23.8
MULTI-/INTERDISC STUDIES	96	24.9
CROSS-DISC STUDIES, GEN	157	24.2
EDUCATION	(54482)	(20.3)
ADULT & CONTINUING EDUC	140	20.9
EDUCATION ADMINISTRATION	380	19.8
ELEMENTARY EDUCATION	20493	20.1
JR HIGH/MIDDLE SCH EDUC	2182	19.7
PRE-ELEMENTARY EDUCATION	3182	18.8
SECONDARY EDUCATION	5688	21.8
STUDENT COUNSELING	697	19.3
TEACHER AIDE	55	15.6
EDUCATION, GENERAL	21665	20.4
TEACHER EDUCATION	(34582)	(20.3)
AGRICULTURAL EDUCATION	270	19.7
ART EDUCATION	942	20.1
BUSINESS EDUCATION	187	19.7
ENGLISH EDUCATION	2688	22.0
FOREIGN LANGUAGES EDUC	393	22.2
HEALTH EDUCATION	161	18.2
HOME ECONOMICS EDUCATION	124	18.4
INDUSTRIAL ARTS EDUCATION	62	19.3
MATHEMATICS EDUCATION	1560	22.1
MUSIC EDUCATION	3967	22.1
PHYSICAL EDUCATION	4540	17.9
SCIENCE EDUCATION	630	21.9
SOC STUDIES/SOC SCI EDUC	1717	21.2
SPECIAL EDUCATION	2075	20.1
SPEECH CORRECTION EDUC	284	20.3
TEACHING ENGL AS 2ND LANG	97	20.9
TECHNICAL/TRADE EDUCATION	93	19.6
TEACHER EDUCATION, OTHER	1008	19.6
TEACHER EDUCATION, GEN	13784	20.1

	NUMBER OF STUDENTS	MEAN ACT COMP
ENGINEERING	(65776)	(22.6)
AEROSPACE ENGINEERING	4638	24.2
AGRICULTURAL ENGINEERING	368	21.3
ARCHITECTURAL ENGINEERING	2301	21.8
BIOENGINEER & BIOMED ENG	1570	26.2
CERAMIC ENGINEERING	42	21.9
CHEMICAL ENGINEERING	3293	25.1
CIVIL ENGINEERING	2200	22.8
COMPUTER ENGINEERING	6384	22.0
CONSTRUCTION ENG/MGMT	641	19.6
ELECTRCL & ELECTRONIC ENG	5228	21.8
ENGINEERING MANAGEMENT	159	20.2
ENGINEERING PHYSICS	312	25.4
ENGINEERING SCIENCE	203	23.3
ENVIRONMENTAL HEALTH ENG	315	22.8
GEOLOGICAL & GEOPHYS ENG	100	22.5
INDUSTRIAL ENGINEERING	474	21.7
MATERIALS ENGINEERING	141	23.4
MECHANICAL ENGINEERING	5364	22.6
METALLURGICAL ENGINEERING	70	22.3
MINING & MINERAL ENG	62	20.8
NAVAL ARCHIT & MARINE ENG	220	22.5
NUCLEAR ENGINEERING	303	24.2
OCEAN ENGINEERING	93	21.1
PETROLEUM ENGINEERING	142	22.4
SYSTEMS ENGINEERING	77	22.0
ENGINEERING, GENERAL	31076	22.2
ENGINEER-RELATD TECH	(16264)	(21.1)
AERONAUTICAL TECHNOLOGY	1035	23.0
AC, HEATING, REFRIG TECH	177	16.7
ARCH DSGN & CONSTRCT TECH	824	21.2
BIOMEDICAL EQUIPMENT TECH	122	24.3
CIVIL TECHNOLOGY	220	22.3
COMPUTER TECHNOLOGY	2482	21.2
CONSTRUCTION TECHNOLOGY	235	18.6
DRAFTING & DESIGN TECH	920	19.4
ELECTRICAL TECHNOLOGY	1006	19.4
ELECTRONIC TECHNOLOGY	1238	19.6
ELECTROMECHAN INSTRM TECH	87	17.9
ENVIRONMENTAL CONTRL TECH	124	22.2
INDUSTRL PRODUCTION TECH	94	20.4

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
LASER ELECTRO-OPTIC TECH	65	21.4
MANUFACTURING TECHNOLOGY	119	18.9
MECHANICAL DESIGN TECH	689	22.1
MINING & PETROLEUM TECH	40	21.7
OCCUPATL SFTY & HLTH TECH	21	19.0
SURVEYING & MAPPING TECH	75	20.4
ENGINEERING TECH, OTHER	534	21.1
ENGINEER-RELATD TECH, GEN	6157	21.7
FOREIGN LANGUAGES	(3595)	(23.5)
ASIATIC LANGUAGES	199	23.5
CLASSICAL LANGUAGES	90	27.4
FRENCH	533	24.1
GERMAN	234	23.6
ITALIAN	25	21.6
MIDDLE EASTERN LANGUAGES	17	23.6
RUSSIAN	59	24.7
SPANISH	1171	22.9
FOREIGN LANGUAGES, OTHER	195	21.5
FOREIGN LANGUAGES, GEN	1072	23.9
HEALTH SCI & ALLIED	(180349)	(20.9)
CHIROPRACTIC	1196	20.8
DENTAL ASSISTING	490	17.1
DENTAL HYGIENE	2349	18.4
DENTAL LAB/TECHNOLOGY	132	18.6
DENTISTRY	3543	21.4
EMERG MED TECH/PARAMEDIC	1163	18.4
HEALTH CARE ADMIN	543	19.1
MEDICAL/SURG ASSISTING	2694	19.0
MEDICAL LAB/TECHNOLOGY	1363	20.1
MED RECORDS ADMIN/TECH	443	19.0
MEDICINE	36408	23.6
MNTL HLTH & HUM SVCS/TECH	723	20.1
NUCLEAR MEDICAL TECH	165	20.1
NURSING (PRACTICAL)	3041	17.0
NURSING (REGISTERED)	16458	18.6
OCCUPATNL THERAPY/ASSIST	2392	19.8
OPTOMETRY	1318	22.0
PHARMACY	4732	21.5
PHYSICIAN ASSISTING	1464	20.2
PHYSICAL THERAPY/ASSIST	19681	20.3
RADIOLOGY/RADIOLOGIC TECH	2832	19.0
REC/ART/MUSIC THERAPY	447	21.3
RESPIRATORY THERAPY/TECH	497	18.0
SPEECH PATHOL/AUDIOLOGY	1055	21.3
VETERINARIAN ASSISTING	1063	18.3
VETERINARY MEDICINE	8665	22.3
HEALTH SCI & ALLIED, GEN	65492	20.6
HOME ECONOMICS	(7388)	(18.9)
CHILD DEV, CARE, GUIDANCE	1329	17.8
CHILD CARE AIDE/ASSISTING	268	16.0
CULINARY ARTS	1478	19.1
FAMILY/CONS RESOURCE MGMT	62	17.8
FASHION DESIGN	846	19.2
FOOD PRODUCTN, MGMT, SVCS	278	18.6
FOOD SCI & NUTR/DIETETICS	699	21.2
HUMAN ENVIRON & HOUSING	19	19.1
INDIVIDUAL & FAMILY DEVEL	60	19.5
TEXTILES AND CLOTHING	61	19.8
HOME ECONOMICS, GENERAL	2288	19.1
LETTERS	(7196)	(24.6)
CLASSICS	64	25.5
COMPARATIVE LITERATURE	80	26.1
CREATIVE WRITING	2350	23.8
ENGLISH, GENERAL	2243	25.3
LINGUISTICS	128	25.4
LITERATURE, ENGLISH/AMER	744	24.7
SPEECH, DEBATE, FORENSICS	104	21.9
LETTERS, GENERAL	1483	25.0
MATHEMATICS	(3969)	(24.3)
ACTUARIAL SCIENCES	223	25.9
APPLIED MATHEMATICS	458	23.5
STATISTICS	176	23.5
MATHEMATICS, GENERAL	3112	24.3
PHILOS, RELIG, THEOL	(6723)	(22.4)
BIBLE STUDIES	1203	22.1
PHILOSOPHY	738	23.9
RELIGION	747	22.1
RELIGIOUS EDUCATION	711	21.3
RELIGIOUS MUSIC	291	22.1
THEOLOGY	668	22.4
PHILOS, RELIG, THEOL, GEN	2365	22.6

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
SCIENCES	(48297)	(23.3)
ASTRONOMY	1264	22.7
ATMOSPHER SCI & METEOROL	1565	21.7
BIOCHEMISTRY & BIOPHYSICS	2247	25.7
BIOLOGY	13826	23.3
BOTANY	289	23.3
CHEMISTRY	3596	24.4
EARTH SCIENCE	678	21.5
ECOLOGY	614	24.0
GEOLOGY	576	23.0
MICROBIOLOGY	1276	24.4
OCEANOGRAPHY	2501	21.1
PHYSICS	1700	26.9
ZOOLOGY	3576	21.8
SCIENCES, GENERAL	14589	23.3
SOCIAL SCIENCES	(81121)	(21.9)
ANTHROPOLOGY	1257	24.2
ECONOMICS	368	25.3
GEOGRAPHY	202	21.2
HISTORY	4378	23.2
INTERNATIONAL RELATIONS	1365	25.6
LAW	17740	21.9
PARALEGAL/LEGAL ASSISTING	731	18.9
POLITICAL SCI/GOVERNMENT	4998	23.7
PSYCHOLOGY	27760	21.5
SOCIOLOGY	1835	20.5
URBAN STUDIES	72	20.9
SOCIAL SCIENCES, GENERAL	20415	21.7
TRADE & INDUSTRIAL	(11340)	(18.8)
AIRCRAFT MECHANICS	287	18.9
AIRPLANE PILOTING & NAVIG	2393	21.3
AUTOMOTIVE BODY REPAIR	376	17.2
AUTOMOTIVE MECHAN & TECH	1545	18.3
AVIATION MANAGEMENT	107	19.6
COMPUTER ELECTRNCS/REPAIR	313	19.1
CONSTRCT TRADES & CARPENT	522	17.7
DIESEL MECHANICS & TECH	387	17.5
DRAFTING	198	18.7
ELECTRICAL EQUIP REPAIR	477	18.0
HEATING, AC, REFRIG MECH	159	16.7
TOOL OPER/MACHINE SHOP	360	17.7
MECHANICAL DRAFTING	58	18.7
WELDING & WELDING TECH	384	16.9
TRADE & INDUSTRIAL, GEN	3774	18.4
VISUAL/PERFORM ARTS	(55330)	(21.3)
APPLIED DESIGN/CRAFTS	306	20.6
ART	4898	20.6
ART HIST & APPRECIATION	283	23.4
CINEMATOGRAPHY/FILM/VIDEO	3146	22.3
DANCE	1543	21.0
DESIGN, GENERAL	1121	20.6
DRAMATIC ARTS	5042	22.7
FINE ARTS, GENERAL	1136	21.7
GRAPHIC ARTS TECHNOLOGY	1638	20.4
GRAPHIC DESIGN	3430	20.9
MUSIC (LIBERAL ARTS)	2249	22.7
MUSIC PERFORMANCE	7339	22.1
MUSIC THEORY & COMPOSIT	1506	22.3
PHOTOGRAPHY	2555	20.2
VISUAL/PERFORM ARTS, GEN	19138	20.6
UNDECIDED	(97345)	(20.8)

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

REFERENCE GROUP	TOTAL FREQ	TOTAL MEAN	* CORE OR MORE FREQ	* CORE OR MORE MEAN	LESS THAN CORE FREQ	LESS THAN CORE MEAN	MALES FREQ	MALES MEAN	FEMALES FREQ	FEMALES MEAN
PLAN ON 2-YEARS OR LESS OF COLLEGE										
BUSINESS CONT (02-03)	5384	16.8	1829	17.9	3497	16.3	1024	17.1	4340	16.8
BUSINESS OPER (04-05)	8517	17.3	2643	18.3	5776	16.8	3469	17.2	5020	17.3
TECHNICAL (06-07)	13846	17.2	4236	18.5	9417	16.7	9269	17.3	4535	17.2
SCIENCE (08-09)	7635	18.1	2564	19.4	4972	17.5	3946	18.2	3646	18.0
ARTS (10-11)	3878	18.1	1367	19.2	2468	17.5	1143	18.2	2720	18.0
SOCIAL SERVICE (12-01)	4182	17.2	1417	18.2	2723	16.6	1036	17.0	3135	17.2
OTHER*	17024	17.1	5619	18.1	11116	16.5	7017	17.1	9935	17.0
TOTAL	60466	17.3	19675	18.5	39969	16.8	26904	17.4	33331	17.3
PLAN ON 4-YEARS OR MORE OF COLLEGE										
BUSINESS CONT (02-03)	102204	20.7	66561	21.5	34907	19.2	33179	21.4	68765	20.4
BUSINESS OPER (04-05)	68963	20.7	42848	21.6	25540	19.2	32823	20.7	35945	20.7
TECHNICAL (06-07)	93847	21.0	59323	22.0	33660	19.3	60208	21.0	33364	21.0
SCIENCE (08-09)	136261	22.6	91921	23.3	43114	21.0	66560	22.8	69291	22.4
ARTS (10-11)	100041	22.5	66073	23.2	33121	21.1	30895	22.8	68830	22.3
SOCIAL SERVICE (12-01)	98683	21.2	62787	22.0	35026	19.7	27467	21.4	70912	21.1
OTHER*	252928	21.2	163912	22.0	85817	19.5	110213	21.3	141890	21.0
TOTAL	852927	21.4	553425	22.3	291185	19.9	361345	21.6	488997	21.3

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

REFERENCE GROUP	NUMBER OF STUDENTS	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCE	HS GPA AVG	HS GPA SD
MALE	389714	3.09	2.99	3.26	3.10	3.11	0.62
FEMALE	529376	3.35	3.07	3.37	3.21	3.25	0.57
NO GENDER	3067	3.14	2.93	3.23	3.10	3.10	0.60
AFRICAN-AMERICAN/BLACK	92645	2.89	2.64	3.00	2.84	2.85	0.58
CAUCASIAN-AMERICAN/WHITE	671372	3.28	3.09	3.37	3.21	3.24	0.58
OTHER MINORITY	99280	3.23	3.06	3.31	3.16	3.19	0.58
MISSING/PREFER NO RESP	58860	3.23	2.99	3.32	3.15	3.17	0.60
TOTAL	922157	3.23	3.03	3.32	3.17	3.19	0.60

APPENDIX

THE RESULTS PROFILED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 1999, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR ON A NATIONAL TEST DATE. IF A STUDENT TESTED MORE THAN ONCE, ONLY THEIR MOST RECENT SCORE IS USED. THOSE STUDENTS WHO TESTED RESIDUALLY OR TESTED UNDER EXTENDED TIME CONDITIONS ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT NECESSARILY REPRESENTATIVE OF COLLEGE-BOUND STUDENTS NATIONALLY. STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS AND THE SOUTHERN REGIONS OF THE COUNTRY ARE OVER REPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS THE DEMOGRAPHIC MAKE-UP OF A STATE'S ACT-TESTED GRADUATES COMPARED TO THE NATION.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY
ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS), OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS

ALL CALCULATED HIGH SCHOOL GPAS SHOWN IN THIS REPORT ARE BASED ON STUDENT REPORTED COURSE GRADES IN THE FOUR CORE SUBJECT AREAS (ENGLISH, MATH, SOCIAL SCIENCE AND NATURAL SCIENCE).

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU HAVE QUESTIONS CONCERNING THIS REPORT OR NEED A COPY OF THIS GUIDE, PLEASE CALL AT 319/337-1111 OR WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, IOWA 52243.

ACT
2201 North Dodge Street
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Iowa City, IA 52243-0168

ACT Assessment

Standards for Transition Summary Profile

National Report

Graduating Class of 1999
Students: 1019053

Purpose

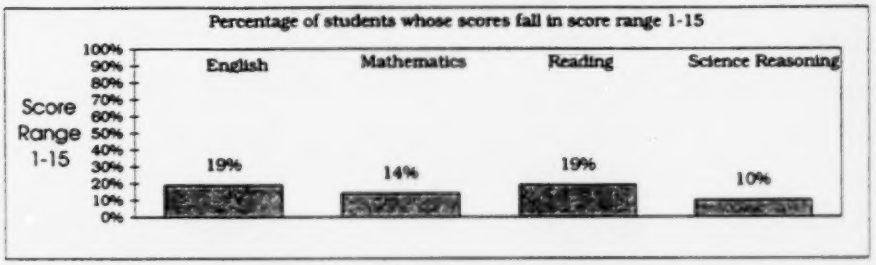
The ACT Assessment program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. This profile gives the percentage of students nationally earning scores in the six score ranges for each of the content areas. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

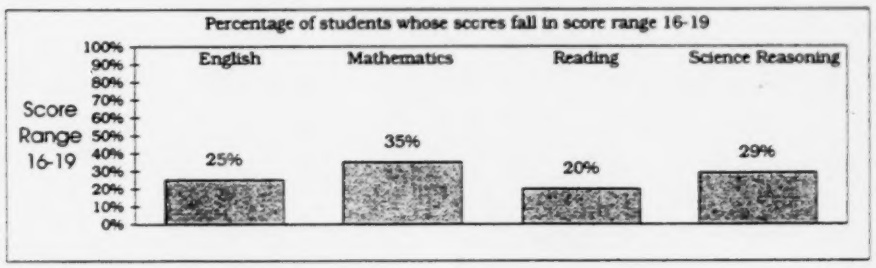
Observations

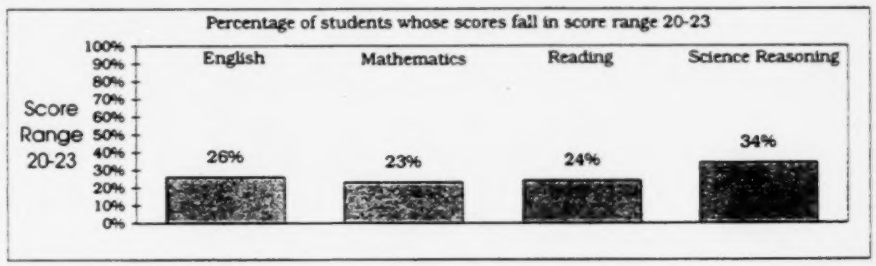
National comparisons should be made within each content area and not across the content areas. It is desirable to have the percentage of students in the two score ranges representing the highest scores (28-32 and 33-36).

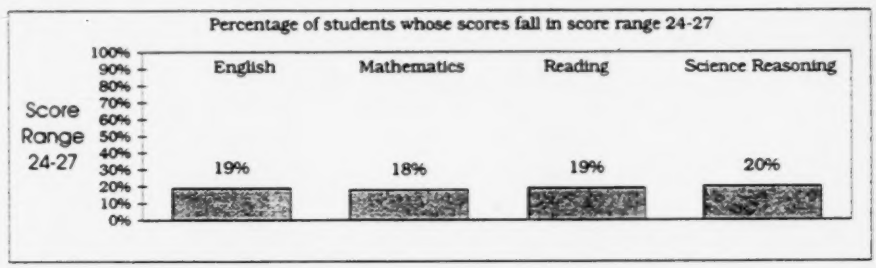
Items on each of the academic tests sample from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. The score ranges given in this profile are linked to the *Standards for Transition*. The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in each test of the ACT Assessment program. The data from this profile along with the *Standards for Transition* and information from other sources can be used to inform local instructional priorities.

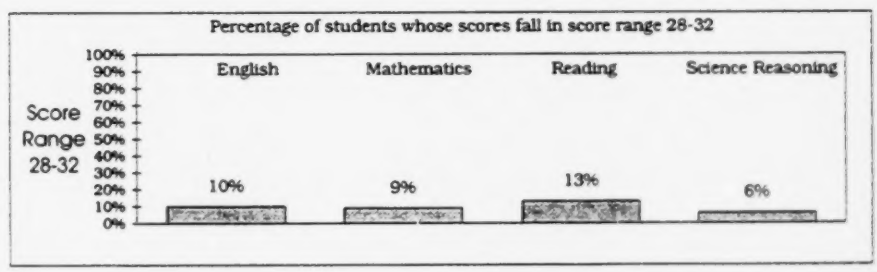
National

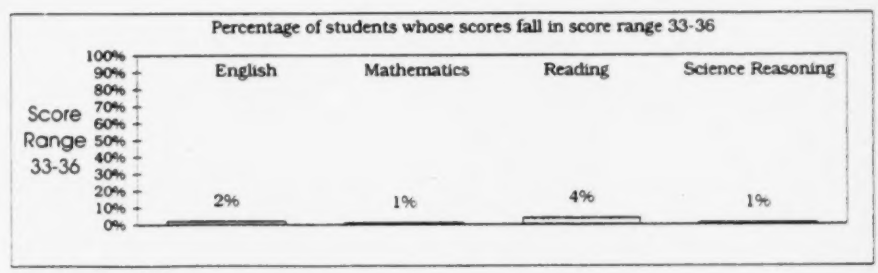












ACT Assessment

Standards for Transition Report: ENGLISH

National Summary Report

Number of Students: 1019053
Graduating Class of 1999

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the English Test. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment English Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit bearing college courses. The ACT Assessment English Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition		
1-15	190233	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of	performance considered by most colleges to be a minimum to enter credit-bearing college courses.	
16-19	259191	25%	Students can identify the basic purpose or role of a specified phrase or sentence. They are able to select the most logical place to add a sentence in a paragraph and delete illogical conjunctive adverbs and irrelevant, redundant, and wordy material. They revise expressions that violate the essay's tone and correct glaringly inappropriate shifts in verb tense or voice.	Students are able to use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments. They solve such basic grammatical problems as whether to use an adverb or an adjective form; they know how to form comparative and	superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction *it's*. They can provide appropriate punctuation in straightforward situations (e.g., items in a series) and can delete commas that disturb the sentence flow.
20-23	261716	26%	Students can identify the main theme or topic of a straightforward piece of writing. They are able to add a sentence that introduces a simple paragraph and to decide the most logical place to add a sentence in an essay. They can use a conjunctive adverb or phrase to express a straightforward logical relationship. They can eliminate details that clearly violate the focus of the essay and revise material to make the writing less	clumsy and more concise. They can use the word or phrase most appropriate in terms of the context and tone of a fairly straightforward essay. Students are able to recognize and to correct marked disturbances of sentence flow and structure (such as misplaced modifiers) and to determine the clearest and most logical conjunction to link clauses. They identify the past and past participle forms of irregular but commonly used verbs	and identify idiomatically appropriate prepositions in terms of their context. They can ensure that a verb agrees with its subject when there is some text between the two, use commas to set off basic parenthetical phrases, and delete unnecessary commas when an incomplete or incorrect reading of the sentence suggests a pause that should be punctuated.
24-27	190113	19%	Students can identify the focus of a simple essay, applying that knowledge to each paragraph's function and determining if an essay has met a specified goal. They are able to add a sentence to introduce or summarize the essay, accomplish a fairly straightforward and limited purpose, and provide a transition between paragraphs when the essay is fairly straightforward. They can delete a sentence that disturbs the development of the paragraph and a phrase that disrupts the flow of the sentence.	They can use conjunctive adverbs or phrases to create subtle logical connections between sentences and can rearrange the sentences in a fairly uncomplicated paragraph. They can identify and correct pronouns that have vague referents and sophisticated-sounding language that is inconsistent with the style and tone of the essay. Students are able to revise to avoid faulty placement of phrases and coordination and subordination of clauses in sentences with subtle structural problems. They	can maintain consistent verb tense and pronoun person in compound sentences or between sentences. They form present-perfect verbs by using *have* rather than *of*. They ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences. They use punctuation to set off complex parenthetical or adverbial phrases and delete unnecessary commas while recognizing inappropriate uses of colons and semicolons. They know how to use apostrophes to indicate simple possessive nouns.
28-32	100723	10%	Students can identify the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, and the need to add supporting detail or delete plausible but irrelevant material. They are able to add a sentence to introduce or conclude a fairly complex paragraph, accomplish a subtle purpose such as emphasis, and express meaning through connotation. They can rearrange sentences in a complex paragraph; make sophisticated distinctions concerning the logical use of conjunctive adverbs or	phrases, and correct vague, wordy, or clumsy writing containing sophisticated language. They correct redundant material that exists in separate clauses or sentences. They use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs. They maintain a consistent and logical use of verb tense and pronoun person; they avoid the pitfalls of hypercorrection, correctly using reflexive pronouns, the possessive pronouns *its* and *your*,	and the relative pronoun *who* rather than *whom*. They ensure that a verb agrees with its subject in complex situations, and they can deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical). They know how to use commas to set off a nonessential/nonrestrictive appositive or clause, a semicolon to indicate a relationship between closely related independent clauses, and an apostrophe to show possession, especially with irregular plural nouns.
33-36	17077	2%	Students can determine whether a complex essay has accomplished a specific purpose. They consider the need for introductory sentences or transitions, basing their decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay. They can add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the	main focus of the essay. They delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. These students work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.	They can ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. They can provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas. They know how to use a colon to introduce an example or an elaboration.

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ACT Assessment

Standards for Transition Report: MATHEMATICS

National Summary Report

Number of Students: 1019053
Graduating Class of 1999

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Mathematics Test. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Mathematics Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16–19 score range; scores in the 16–19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Mathematics Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition		
1-15	141477	14%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of	performance considered by most colleges to be a minimum to enter credit-bearing college courses.	
16-19	351670	35%	Students can solve routine one-step and two-step arithmetic problems, single-step percent problems, and straightforward average problems; recognize one-digit factors of a number; and identify a digit's place value. In probability, statistics, and data analysis, these students can perform computations on data from	tables and graphs and determine the probability of the complement of an event. In algebra, they can combine two like terms (e.g., $2x + 5x$); substitute whole numbers for unknown quantities to evaluate expressions; and solve one-step equations having whole number or decimal answers. In coordinate	geometry, they can locate points on the number line and in the first quadrant of the coordinate plane. In geometry, they can compute the perimeter of polygons when all side lengths are given and compute the area of rectangles when whole number dimensions are given.
20-23	231704	23%	Students can solve routine two-step and three-step arithmetic problems, such as rate and proportion problems, multistep percent problems (e.g., tax added and percentage off), and average problems (e.g., computing with negative integers or using a given average); and exhibit knowledge of elementary number concepts including the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor. In probability, statistics, and data analysis, these students can translate from one representation of data to another	(e.g., a bar graph to a circle graph); can determine the probability of a simple event; and exhibit knowledge of simple counting techniques. In algebra, they can manipulate basic algebraic expressions (e.g., substitute integers for unknown quantities, add and subtract simple algebraic expressions, multiply two binomials, and perform straightforward word-to-symbol translations); and solve most first-degree equations. In coordinate geometry, they comprehend the concept of length on	the number line; can locate points in the coordinate plane; exhibit knowledge of vertical and horizontal lines and of their point of intersection; and exhibit knowledge of slope. In geometry, they exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 180° and 360°); can compute the area and perimeter of triangles and rectangles when the problems are simple; and can use geometric formulas when all necessary information is given.
24-27	185787	18%	Students can solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) and work problems involving positive integer exponents, ordering fractions, and numerical factors. In probability, statistics, and data analysis, these students can manipulate data, use Venn diagrams in counting, and compute straightforward probabilities for common situations. In algebra, they can work with square and cube roots, determine when an expression is undefined, square numbers and expressions, factor simple quadratics (e.g., the difference of squares and perfect square trinomials), identify zeros or roots	of simple quadratic equations, add, subtract, and multiply polynomials, write expressions or equations with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions), solve real-world problems using first-degree equations, solve first-degree inequalities that do not require reversing the inequality sign, and exhibit knowledge of complex number i. In coordinate geometry, they can identify the graph of a linear inequality and find the midpoint of a line segment on the number line; and in the coordinate plane, they can determine the slope of a line from points or equations, match linear graphs with their	equations, and find the midpoint of a line segment. In geometry, they can use properties of isosceles triangles, recognize Pythagorean triples, use several angle properties to find an unknown angle measure, compute areas and circumferences of circles after identifying necessary information, compute areas of rectangles and triangles when an additional step is required, and compute the perimeter of simple composite geometric figures with unknown side lengths. In trigonometry, they can identify a particular trigonometric ratio when all necessary side lengths of a right triangle are given.
28-32	96062	9%	Students can solve word problems containing several rates, proportions, or percentages. In probability, statistics, and data analysis, students can interpret and use information from tables and graphs including graphs in the coordinate plane; apply counting techniques; and apply the definition of probability. In algebra, they can apply the rules of exponents and number properties—often in a new context—to solve problems that involve even/odd numbers, positive/negative integers, and prime factorizations; manipulate equations; write expressions for	common algebra settings; solve absolute value equations; solve linear inequalities that require reversing the inequality sign; and find solutions to systems of linear equations. In coordinate geometry, they can graph the solution set of linear inequalities on the number line; and in the coordinate plane, they can use the distance formula, use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point, and recognize special characteristics of parabolas and circles from their equations (e.g., the vertex of a parabola and the	center or radius of a circle). In geometry, they can apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles; use the Pythagorean theorem; and use relationships involving area, perimeter, and volume of geometric figures to compute another measure. In trigonometry, they can apply basic trigonometric ratios to solve right-triangle problems.
33-36	12353	1%	Students can solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several rates, and finding ratios in geometry settings). In probability, statistics, and data analysis, students can analyze and draw conclusions based on information from tables and graphs including graphs in the coordinate plane and exhibit knowledge of conditional and joint probability. In algebra, they can draw conclusions based on number	concepts, algebraic properties, and/or relationships between expressions and numbers; exhibit knowledge of logarithms and geometric sequences; can write an expression or equation that requires planning, solving, and/or manipulating to accurately model a situation; and can solve simple absolute value inequalities. In coordinate geometry, they can graph solutions to simple quadratic inequalities on the number line and identify characteristics of graphs in the coordinate plane based on a general equation such as $y = ax^2 + c$ or on a set of conditions. In geometry, they can draw conclusions based	on a set of conditions; solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas (e.g., illustrating a scenario and then determining a solution path, and using algebraic representations for area); use scale factors to determine the magnitude of a size change; and compute the area of irregularly shaped regions that require planning or visualization. In trigonometry, they can use trigonometric concepts and basic identities to solve problems; exhibit knowledge of unit circle trigonometry; and can recognize graphs of basic trigonometric functions.

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ACT Assessment

Standards for Transition Report: READING

National Summary Report

Number of Students: 1019053
Graduating Class of 1999

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Reading Test. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Reading Test.

Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.

The ACT Assessment Reading Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition		
1-15	197366	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of	performance considered by most colleges to be a minimum to enter credit-bearing college courses.	
16-19	207990	20%	Students can exhibit a basic understanding of uncomplicated literary narratives. They are able to draw simple conclusions and make simple generalizations about the main points and characters; they are able to identify relationships between	principal characters and to identify details that are important to a story. In uncomplicated informational passages, they are able to locate simple details at the sentence and paragraph level.	These students are beginning to develop the reasoning skills that will enable them to answer more complex questions and comprehend more challenging passages.
20-23	244404	24%	Students can grasp the important components of uncomplicated literary narratives and informational passages. They respond with increasing confidence to factual questions in informational passages. They can identify comparative relationships between ideas and characters, and can identify clearly stated cause-	effect relationships found in uncomplicated texts. They are able to order simple sequences of events in uncomplicated literary narratives. They also draw simple conclusions using details that support the main idea of more challenging passages. They locate important details and are beginning to use context clues	to define words in uncomplicated passages. These students demonstrate some reasoning skills, evident in their ability to make simple generalizations about characters and about the author's attitude toward his or her subject in uncomplicated passages.
24-27	195112	19%	Students can exhibit a sound understanding of the important features of more challenging literary narratives and informational passages. They can infer the main idea of some paragraphs in more challenging passages, and they can discern which details, though they may appear in different sections throughout a passage, support important points in more challenging	passages. They have a sound grasp of relationships between characters and ideas and can identify subtly stated cause-effect relationships in uncomplicated literary narratives and informational passages. They can use context clues to determine the appropriate meaning of multiple-meaning words in	uncomplicated passages, and can order sequences of events in uncomplicated passages. They are expanding their use of reasoning skills: making generalizations about characters and situations from explicit language and summarizing basic events and ideas in more challenging passages.
28-32	128675	13%	Students can read closely all but the most dense and complex passages. Among the skills these students exhibit are the ability to: infer the main idea of a passage or paragraph; use details from different sections of some complex informational passages to support a specific point or argument; and order sequences of events as they occur in more challenging literary and	informational passages. They reveal an understanding of the dynamics of characters' relationships in more challenging literary narratives, and they are able to identify implied cause-effect relationships. These students can determine the appropriate meanings of words from richly figurative contexts. They	demonstrate their ability to reason by: using information from different sections of more challenging passages to make generalizations about characters and situations, determining an author's tone or attitude toward his or her subject, and summarizing events and ideas in virtually any passage.
33-36	45506	4%	Students can read closely and reason about even the most dense and complex passages. They can identify main ideas of passages and paragraphs, locate the important details and facts that support any idea or argument, and order sequences of events in complex passages. They make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between characters and ideas. They	also have the ability to identify implied cause-effect relationships in complex passages, and can determine, even in situations where the language is quite figurative and the vocabulary is difficult, the meanings of context-dependent words or phrases in any passage. They read with critical understanding, evident in their ability to make complex generalizations about characters	and situations by synthesizing information from different portions of the text. They are also able to identify and then generalize about an author's attitude or point of view toward his or her subject in virtually any passage. They can understand and generalize about portions of a complex literary narrative that use a range of literary devices.

Descriptions of the ACT Assessment Reading Passages

LITERARY NARRATIVES

Uncomplicated
refers to excerpts from essays, shorts stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

More Challenging
refers to excerpts from essays, shorts stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.

Complex
refers to excerpts from essays, shorts stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

INFORMATIONAL PASSAGES

Uncomplicated
refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

More Challenging
refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

Complex
refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

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ACT Assessment

Standards for Transition Report: SCIENCE REASONING

National Summary Report

Number of Students: 1019053
Graduating Class of 1999

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Science Reasoning Test. The national percentages are based on the Spring 1999 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Science Reasoning Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Science Reasoning Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	102526	10%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	292336	29%	Students can select a single data point from a table and identify the basic features of a table or graph (e.g., headings, units of measurement, axis labels). They can also understand basic scientific terminology and can find pertinent information in a brief body of text. When working with data, they can compare two data points within one variable. They can identify a direct relationship between two variables.
20-23	342478	34%	Students can select data from simple graphs (e.g., line graphs, bar graphs) and diagrams (e.g., carbon cycle, electrical circuits). They are able to identify pertinent data from a table with two variables and can also identify whether a relationship exists between two variables. When working with data, they can identify an inverse relationship between two variables. They can translate both written data and tabular data into graphic form. They understand basic lab procedures and can identify the control in an experiment or study.
24-27	204498	20%	Students can select pertinent data from a graph or table with three or more variables and can interpolate between data points in a graph or table. They can identify a simple mathematical relationship between data and can identify a direct or inverse relationship between three or more variables. They understand moderately complex lab procedures and can determine the purpose behind parts of a basic experimental design. They can select a simple hypothesis, statement, prediction, generalization, or conclusion that is supported by a data set. They can identify strengths and weaknesses or similarities and differences in one or more experiments or viewpoints. They can also identify key issues in an argument or viewpoint and determine whether new information supports or weakens a viewpoint or hypothesis.
28-32	65104	6%	Students can identify a complex mathematical relationship between data and can extrapolate from data points in a graph or table. They are able to compare and combine written information from the text with additional information provided (e.g., data in tables or figures). They understand complex lab procedures, can determine the hypothesis for an experiment, and can determine the purpose behind parts of a moderately complicated experimental design. When analyzing an experiment, these students can identify an alternate method for testing a hypothesis. These students can select a complex hypothesis, statement, prediction, generalization, or conclusion based on one data set. They can also select a set of data that support or contradict a hypothesis, statement, prediction, generalization, or conclusion. They can also predict the most likely or least likely result based on a given viewpoint.
33-36	12111	1%	Students can compare and combine data from two data sets. They are also able to combine new, complex information with given data or other information. They understand precision and accuracy issues. When analyzing an experiment, these students can predict how modifying an experiment or study (adding a new trial or changing a variable) will affect the results. They can also identify new information that could be collected from a new experiment or by modifying an existing experiment. They can select a complex hypothesis, statement, prediction, generalization, or conclusion based on two or more data sets. They are able to determine whether given data or other information supports or contradicts a hypothesis or conclusion.

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EMBARGOED FOR USE UNTIL 10:00 A.M. EDT, AUG. 17, 1999

Hold for release: **10:00 a.m. EDT, Tuesday, August 17, 1999**

Contact: Kelley Hayden, 319-337-1028; night, weekend: 319-341-4214
e-mail: hayden@act.org, fax: 319-337-1014

NOTE TO EDITORS/REPORTERS: This news release and accompanying documents report information about the nation's 1999 high school graduates who took the ACT Assessment. States, districts and schools receive similar information about their students. However, ACT releases only national and selected state data; ACT **does not release local district or school data**. You must contact district and school offices for local information.

ACT SCORES SHOW SIGNIFICANT GAINS IN THE '90s

- **Record Number of ACT-Tested High School Graduates**
- **College Readiness Improves; Varies by Subject**
- **Evidence of Looming Teacher Shortage; Continued Lack of Interest in Computer Careers**

IOWA CITY, IOWA, August 17—College-bound high school students have established a "first" -- a decade in which the national average ACT score increased substantially. Data for 1999 show the composite ACT score remaining at 21.0 for the second consecutive year. Ten years ago, the national average was 20.6.

(more)

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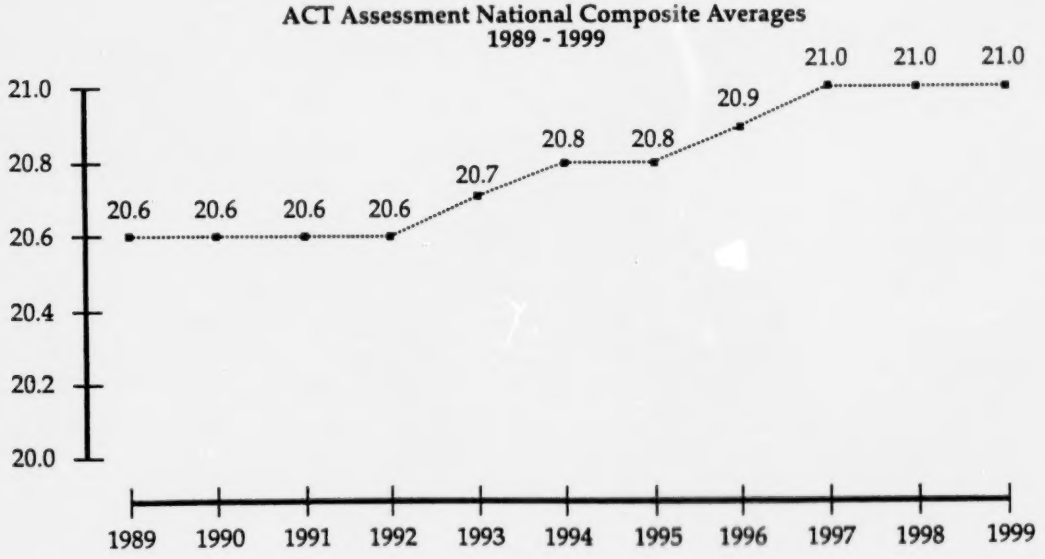
The 1999 average was achieved by a record number of 1,019,053 high school graduates who took the ACT college entrance and placement exam. The ACT score range is 1-36.

According to an announcement today from Richard L. Ferguson, president of ACT Inc., 10 consecutive years of either stable and or increased ACT scores is unprecedented.

"This is the first time the ACT score at the end of a decade has been noticeably higher than it was at the beginning," Ferguson said. "Over the 1960s, the national score decreased nearly one full point, and in the '70s it fell another 1.3 points. At the end of the '80s, the score was one-tenth of a point above where it was when the decade began. In the '90s, however, we've experienced a significant gain of almost half a point."



Ferguson also noted substantial growth in the number of students taking the ACT in the '90s: "Nearly 164,000 more ACT-tested students graduated this year than graduated in 1989. This combination of trends -- more students preparing for college while achieving higher entrance-exam scores -- should be welcomed by those concerned about American education, especially as it pertains to college readiness."

According to ACT researchers, this recent performance is especially significant in light of increasing numbers of college-bound female and minority students. In 1989, 54 percent of ACT-tested students were female, and 17 percent were minorities. Today those percentages are 57 and 24.

The rise in the national average ACT score from 20.6 to 21.0 over this period suggests that college-bound high school graduates, especially females and minorities, continue to become better prepared for postsecondary education. Greater participation by members of groups that historically score below average could lead to declines in the national score if those students were not also improving their performance.

- **College Readiness Improves; Varies by Subject**

ACT research has shown consistently that higher-level preparation in the core courses is directly related to higher achievement on the ACT tests and, thus, to success in college. Large differences between the scores of those with core preparation and

those with less are evident among all racial/ethnic groups and at all socioeconomic levels (see the *ACT High School Graduating Class of 1999 National Report*).

"We've seen a significant increase in students' preparation for college in the last decade," Ferguson said. "In 1989, less than half of the graduates -- 46 percent -- reported taking a core curriculum. This year, 63 percent reported having done so.

"On the basis of their performance on the four ACT tests, members of the class of 1999 appear to be best prepared to succeed in their freshman college English and social studies courses."

Regarding English courses, Ferguson said that 48 percent of this year's graduates should be ready for advanced composition, as indicated by their scores of 21 and higher on the ACT English test. Another 27 percent achieved scores of 17 to 20 and, according to Ferguson, "probably should be advised to enroll in a standard composition course first."

Students who score under 16 on any of the four ACT tests are generally considered to demonstrate a level of performance in that subject below what most colleges require for enrollment in credit-bearing courses.

"Scores of 1 to 15 indicate that students are likely to need additional pre-college classes or on-campus developmental assistance if they're to succeed in standard freshman courses," Ferguson said. "Even scores of 16 to 19, depending on the subject area, indicate only minimal readiness. Many colleges will expect higher levels of performance from their entering students."

(more)

In regard to math courses, Ferguson said that about 34 percent of the class of '99 are prepared to take college algebra: "They scored 23 or higher on the ACT mathematics test."

Forty-seven percent of this year's graduates scored 22 or higher on the ACT reading test, which measures students' readiness for courses that require substantial reading and demand an understanding of narratives and informational passages. Students with these scores are prepared for entry-level social science courses such as American history or psychology.

On the ACT test in science reasoning, 27 percent of the students scored 24 or higher, Ferguson said: "This suggests they're ready for the first biology or chemistry course. The majority probably should enroll in a less rigorous science course first."

Percentages of ACT-Tested 1999 Graduates Prepared for Specific College Courses

Course	% Ready	Appropriate ACT Test & Score Level
Advanced Composition	48	English, 21+
College Algebra	34	Mathematics, 23+
Social Sciences	47	Reading, 22+
Biology/Chemistry	27	Science Reasoning, 24+

- **Evidence of Looming Teacher Shortage; Continued Lack of Interest in Computer Careers**

Highlighting 1999 ACT data pointing to the need for career counseling for students, Ferguson noted that education is one career field in which demand is beginning to significantly outpace interest, as has already occurred with computers.

"The Department of Education has estimated a need for more than two million new teachers over the next decade," Ferguson said, "and President Clinton has promised to reduce class sizes, which would add to the need. But ACT has been recording students' vocational choices since the 1960s, and we've found that the portion of high school graduates interested in a career in education today is half what it was 30 years ago -- and just where it's been for the last 20 years -- fluctuating between 9 and 10 percent."

"The problem is especially acute for minorities. The percentages of elementary and secondary students belonging to minority groups increase every year, but even fewer minority than majority graduates are interested in careers in education."

Percentages of 1999 ACT-Tested Graduates Interested in a Career in Education, by Racial/Ethnic Group

Asian	4
Black	6
Caucasian	11
Hispanic	8
Multiracial	7
Native American	9
Other	7

Further complicating matters, according to Ferguson, are the facts that not everyone choosing a career in education wants to teach and that, according to studies, only half those interested in teaching when they leave high school ever end up in an elementary or secondary classroom.

"Most students say they're interested in a career in medicine or business," Ferguson said. "As a nation, we might serve ourselves better if we communicated more up-to-date information about the labor market and the job outlook to high school students so they can make more-informed career choices well before they commit to a program of study.

"A year ago, for instance, ACT created a bit of a stir when we pointed out that only a little over 3 percent of the high school graduates indicated an interest in a computer-science career. That small number stood out starkly against reports of hundreds of thousands of openings in the computer field and Labor Department projections that the three fastest-growing occupations through the year 2006 are all computer-related.

"A year later, the situation hasn't changed much. Interest in computer-related careers is up only very slightly, to about 4 percent of college-bound students."

The Three Occupations with the Fastest Employment Growth 1996-2006*

Occupation	Employment		
	1996	2006	Change
Database administrators, computer support specialists and all other computer scientists	212,000	461,000	118%
Computer Engineers	216,000	451,000	109%
Systems Analysts	506,000	1,025,000	103%

* Bureau of Labor Statistics, Department of Labor

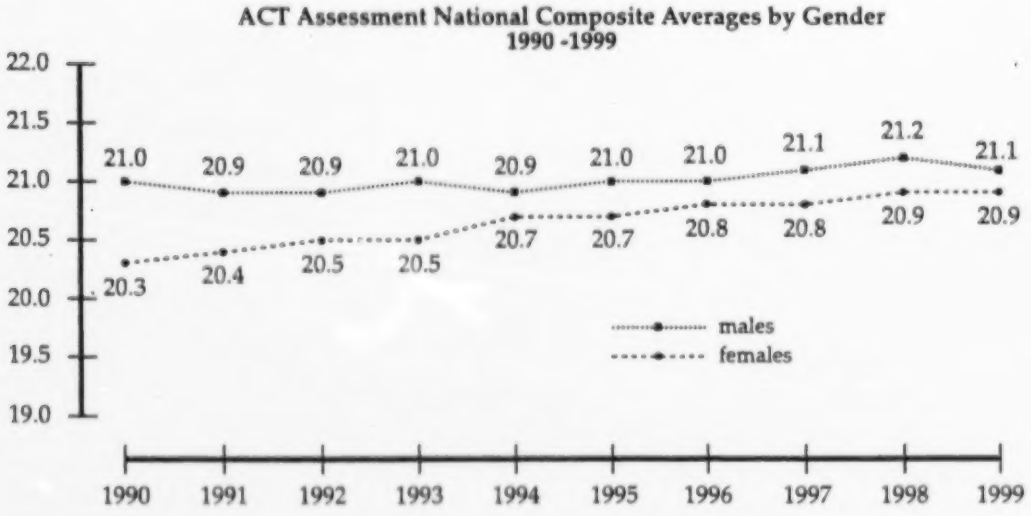
The Top 10 Vocational Choices of 1999 ACT-Tested Graduates

Vocational Choice	Number	Percentage
Health Sciences	180,000+	19.2
Business & Management	105,000+	11.2
Undecided	97,000+	10.4
Education	89,000+	9.5
Social Sciences	81,000+	8.6
Engineering	65,000+	7.0
Visual & Performing Arts	55,000+	5.9
Sciences	48,000+	5.1
Communications	38,000+	4.1
Computer & Information Science	37,000+	4.0

Additional data of interest from the 1999 ACT report:

- Females are taking more math: The number of ACT-tested female graduates increased in 1999, while the number of females taking less than three years of math decreased. Higher percentages of females than males take trigonometry and chemistry. Males continue to take more calculus and physics.

- The "gender gap" has fallen back to 0.2 scale points: Males saw their composite average in 1999 slip to 21.1 from 21.2, but females maintained theirs at 20.9. The average difference between the composite scores of males and females has been much narrower from 1994 to 1999 than at any other time.



- Minority performance remained generally stable in 1999. All scores for Black and Hispanic students were the same as the year before, except that Blacks declined 0.1 point in reading. Asian and multiracial students remained above average in most areas despite declines in every score but English. Average scores for Native Americans declined for the first time since 1992.

ACT Test Scores, 1998 & 1999, by Ethnic/Racial Background & for Total Group

	Change*		English		Mathematics		Reading		Science Reasoning		Composite	
			1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
Asian	2,263	7.3%	20.5	20.5	23.4	23.1	21.3	21.2	21.6	21.3	21.8	21.7
Black	3,395	3.4%	16.4	16.4	16.9	16.9	17.2	17.1	17.3	17.3	17.1	17.1
Caucasian	24,525	3.5%	21.2	21.3	21.4	21.3	22.1	22.1	21.8	21.7	21.7	21.7
Hispanic	1,213	2.3%	17.9	17.9	19.0	19.0	19.1	19.1	19.1	19.1	18.9	18.9
Multiracial	32	0.2%	20.6	20.7	20.7	20.5	22.1	21.9	21.2	21.0	21.3	21.2
Native Am.	(302)	(2.7%)	18.1	18.1	18.6	18.5	19.4	19.3	19.4	19.3	19.0	18.9
All Grads	24,014	2.4%	20.4	20.5	20.8	20.7	21.4	21.4	21.1	21.0	21.0	21.0

*Increase or (decrease) from 1998 to 1999 in number tested.

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